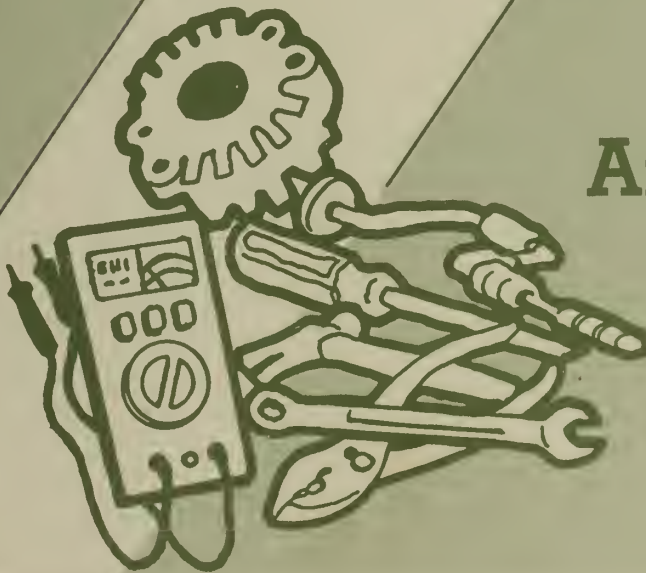
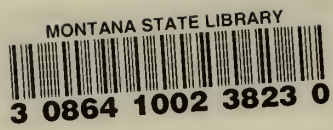


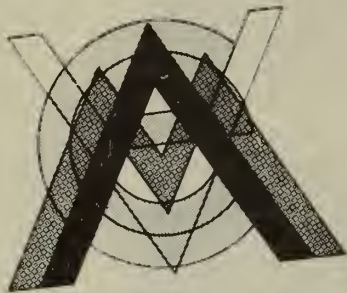
Montana Advisory Council for Vocational Education



15th
Annual Report
1984



"We cannot always build the future for our youth, but we can build our youth for the future." (Franklin D. Roosevelt, speech, U of Pennsylvania, Philadelphia, Sept. 20, 1940.)



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod, Ph.D.
Executive Director

October, 1984

Ed Argenbright, Superintendent
Office of Public Instruction
Room 106, State Capitol
Helena, Montana 59620

Dear Superintendent Argenbright:

The Montana Advisory Council for Vocational Education is pleased to present our Fifteenth Annual Report to you for your review and comment. Please submit a letter of transmittal with your comments to the U.S. Secretary of Education prior to December 31, 1984.

During the past year, education has been in the national spotlight. Montana has been singled out as a leader in several areas of education. We commend you for your leadership and ability to motivate educators in Montana to excel. Your staff works effectively with educators throughout the state providing needed technical assistance and innovative ideas to improve educational programs.

State Advisory Council members recognize a serious need for the public high schools in Montana to be geared to the needs of all learners. Many students will not need or obtain academic education after high school; consequently, their high school experience must prepare them to be productive members of society. Serious attention to the needs of these learners must become a central focus for effectively utilizing our educational system.

MACVE members recognize that postsecondary vocational-technical education in Montana is a valuable part of the total educational system. These programs must be kept up-to-date so learners can develop technical skills directly related to obtaining employment in Montana. We encourage continued attention to the strengthening of these programs.

The State Council appreciates your attention to our observations. We have tried to be objective, share the general views of the public with you, and keep the best interest of learners first in our deliberations.

Sincerely,

George McCallum
Chairman

George McCallum, Chairman
Col. Gordon H. Simmons
Vice-Chairman
Forrest Boles
Dr. Alex Capdeville
A. Ray Collins, Jr.
Mark Etchart
Ralph O. Godtland
Nora Hanson
Jane Hedstrom
Dr. Robert Hokom
Jeeni Jeldness
Dr. Jon Jourdonnais
Wendy Keating
Elena Korsmoe
Peggy Macdonald
J. Gregory Plese
Keith Richardson
James M. Schultz
Sanny Tobin
Dr. Harold Wenaas
J. Melvin Williams
Rev. William J. Wohlers

Executive Management Bldg., 1228 11th Avenue

Helena, Montana 59620

Phone (406) 444-2964

"AN EQUAL OPPORTUNITY EMPLOYER"



Vocational students developing job related skills in the areas of home economics and business.



ON WORK*

And he alone is great who turns the voice of the wind into a song made sweeter by his own loving.

Work is love made visible.

And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.

And if you grudge the crushing of the grapes, your grudge distils a poison in the wine.

And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

Kahlil Gibran

*reprinted from *The Prophet* 1927

TABLE OF CONTENTS

	page
Letter of Submittal	1
Introduction	4
MACVE Membership	5
Facts Regarding Vocational Education in Montana	6
MACVE Projects, 1984	7
MACVE Activities, 1984	8-9
Resolutions	10-11
Recommendations and Commendations	12-13
Research Results	
Governance Study	14-15
Evaluation Follow-up	16-18
Opinion Survey	19
Distribution of Federal Funds	20-21
Public Hearing Comments	22-23
OPI Response to 1983 Recommendations	24-25
MACVE Comments on JTPA	26
Follow-up Survey Form	27
Acknowledgements	28
Notes	29

TABLES AND CHARTS

Table 1. — Governance Structure: Ten Western States	15
Table 2. — Statements Most Frequently Written on Follow-up ...	17
Table 3. — Summary of Evaluation Follow-up by Program Areas .	18
Table 4. — Distribution of Federal Funds	20-21

INTRODUCTION

State Advisory Councils for Vocational Education were established as a required part of a total state system for vocational education by the passage of the 1968 Vocational Education Amendments (P.L. 90-576). In 1976, with the passage of P.L. 94-482, Council responsibilities were increased and membership categories expanded. The twenty categories are listed on the next page adjacent to the Council member's name who fills that position.

State Advisory Councils are required to publish an annual report. This annual report includes the Council's advice and recommendations to improve vocational education in Montana. In addition, results of Council evaluation projects and the 1983 public hearing are included. Comments on the state's implementation of the Job Training Partnership Act are also an important aspect of this report and required by law to foster communication and cooperation between two state/federal programs with similar goals.

In Montana, the State Advisory Council is appointed by the State Superintendent of Public Instruction, an elected state official. Following deliberation, analysis of available data and evaluation projects, the Council shares their views with Montana's sole state agent for vocational education.

State Advisory Councils across the country are working with administrators, legislators, management, and labor representatives to maintain, strengthen, and improve vocational education for those people who desire and can benefit from vocational education.

Council Purposes

TO LISTEN

—To local ideas and concerns relating to vocational education by holding at least one public meeting yearly.

TO ADVISE

—The Office of Public Instruction on development of the annual State Plan for Vocational Education and the related long-range planning.

TO EVALUATE

—Effectiveness and accomplishments of vocational education programs and policies at the state and local level in terms of goals and objectives contained in the State Vocational Education Plan.

TO RECOMMEND

—Changes in policies, programs, services, and activities as may be warranted by Council evaluation.

TO REPORT

—Annually the effectiveness of the State's vocational education programs, services, and activities.

TO ASSIST

—In the development and effective use of local advisory committees.

MEMBERSHIP

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

NAME	AREA REPRESENTATION	HOME TOWN
Forrest "Buck" Boles	State Manpower Services	Helena
Dr. Alex Capdeville	Postsecondary Vocational Education	Helena
A. R. "Ray" Collins Jr.	Vocational Guidance	Billings
Senator Mark Etchart	General Public/Knowledge of Disadvantaged	Glasgow
Ralph O. Godtland	Industrial/Economic Development	Butte
Nora Hanson	Physical/Mental Handicapped	Big Timber
Jane Hedstrom	Vocational Teachers	Havre
Dr. Robert Hokom	Community Colleges	Miles City
Jeeni Jeldness	Vocational Students	Kalispell
Dr. Jon Jourdonnais	Management	Great Falls
Wendy Keating	State Manpower Services	Billings
Elena Korsmoe	Knowledge of Sex Stereotyping & Minorities	Great Falls
Peggy Macdonald	Secondary Vocational Education	Billings
Senator George McCallum	Agriculture	Plains
J. Gregory Plese	Non-Profit Private Schools	Helena
Keith Richardson	Labor	Billings
Dr. Tom Sawyer	Local School Boards	Butte
Rep. James Schultz	Secondary Comprehensive Schools	Lewistown
Col. Gordon Simmons	Special Needs District	Missoula
Avis Ann Tobin	Management	Helena
Rep. J. Melvin Williams	Special Knowledge of Vo Ed Programs	Laurel
Dr. Harold Wenaas	Superintendents	Great Falls
Rev. William J. Wohlers	State Correctional Institutions	Deer Lodge

EXECUTIVE COMMITTEE

Senator George McCallum, Chairman
Col. Gordon Simmons, Vice Chairman
Dr. Alex Capdeville
Dr. Jon Jourdonnais
Peggy Macdonald
Rep. James Schultz
Avis Ann Tobin
Dr. Harold Wenaas

MACVE STAFF

Kathryn M. Penrod Ph.D., Executive Director
Kristine A. Roby, Administrative Assistant

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

1228 11th Avenue
Helena, MT 59620
(406) 444-2964

DID YOU REALIZE

In 1976, 15,041 students started 9th grade in Montana's public high schools. (Office of Public Instruction (OPI) enrollment figures.)

In 1980, 12,135 students graduated from Montana's public high schools.

Why is there a difference of 2,906 between these two figures?

In 1980, there were 5,437 first-time Freshmen in Montana's six University units. In 1984, 4,012 students graduated with baccalaureate degrees. (Figures from the Registrar Offices at the six University units.)

There is a difference of 10,929 between the number of students who started as Freshmen in high school in 1976 and the number of students who graduated from the University units eight years later. Only 26.7% of the number of students who started high school in 1976 graduated from the University system eight years later.

In 1984, over 25,000 students (FTE enrollment) participated in secondary vocational education in Montana. (OPI enrollment figures.)

Over 3,500 students attended the Montana Vocational-Technical Centers during the last academic year. (OPI enrollment figures.)

Over 1,100 students completed programs at the Montana Vocational-Technical Centers last year. (OPI completion figures.)



MACVE COMMITTEE PROJECTS

The projects Council members chose to conduct during the 1984 fiscal year were based on the mandates of Federal Law 94-482. Each of the five standing committees conducted different projects throughout the year. These projects are listed below.

COMMITTEE AS A WHOLE

- A. Wrote a position paper on educational excellence.
- B. Adopted two resolutions.

EXECUTIVE COMMITTEE

- A. Wrote Annual Report.
- B. Conducted opinion survey.
- C. Planned and conducted a public hearing.
- D. Managed Council operations.

EVALUATION COMMITTEE

- A. Participated in OPI on-site evaluations.
- B. Conducted a follow-up of OPI on-site evaluations.

LEGISLATIVE COMMITTEE

- A. Analyzed proposed federal legislation and explained facts to Council members.
- B. Reviewed proposed revisions in the *Administrative Rules of Montana*.

SPECIAL PROJECTS COMMITTEE

- A. Conducted governance study of ten Western states.

STATE PLAN COMMITTEE

- A. Advised State Planning Council.
- B. Reviewed State Plan and Accountability Report.
- C. Recommended new schedule for annual vocational education planning process.

TECHNICAL ASSISTANCE COMMITTEE

- A. Conducted two local advisory committee workshops.
- B. Promoted Vocational Education Week.
- C. Produced a public service announcement.
- D. Distributed Governor's Proclamation for Vocational Education Week.

MACVE ACTIVITIES FY 1984

The 1984 fiscal year was a busy and productive year for the Montana Advisory Council for Vocational Education.

Meetings

July 28-29, 1983—The first Annual Planning Workshop was held at Huntley Lodge, Big Sky, Montana. George McCallum was elected Chairman of the Council for a fourth term. Gordon Simmons was elected Vice-Chairman. New members Harold Wenaas, Wendy Keating, and Jeeni Jeldness were welcomed to the group and participated in a new member orientation.

The Council held a business meeting and a planning session. Walter Penrod, the SACVE Director from Indiana, was a keynote speaker. Mr. Penrod challenged the Council to think about the future issues and problems that will face vocational education in Montana. He reminded members that they are the forward thinkers in Montana and must share their ideas and goals for an improved future of vocational education. He warned members to be cognizant of the many excuses used not to adopt needed change. The Planning Workshop ended with many goals set for Council activities in 1984.

October 20, 1983—The Council met during the Montana Vocational Education State Leadership Conference at the Colonial Inn, Helena, Montana. The Council's public hearing was conducted and comments from the hearing are included on pages 22 and 23 of this report.

Governor Ted Schwinden was a welcomed speaker at the luncheon. Governor Schwinden told members that the Vocational-Technical Centers in Montana are a very important and essential part of the educational system. He noted that our workforce has grown and changed in its composition and so have the types of skills that are needed to keep the workforce in place. He said that vocational education and skilled employees are an important part of the state's economic development. He stated that the national excellence in education movement will be beneficial in Montana as the general public becomes more involved to help solve Montana problems with our own solutions.

During the October meeting, Council members decided to write a position paper regarding excellence in education and the role of vocational education.



February 17, 1984—The Council met at the Inn of Bozeman, Bozeman, Montana. Council members toured the vocational programs at Bozeman Senior High School, listened to an exciting presentation on high technology by John Kirk, and adopted a position paper entitled "Investing Intelligently in Educational Excellence."

The position paper states that vocational education gives all students an opportunity to apply basic academic skills in a practical, non-abstract method. The position paper states that applying skills in math, science, communications and logic are part of the daily learning activities in vocational education classrooms.

John Kirk, an informational specialist from the regional Mountain Bell office, told Council members of many recent technological developments in the communications field. His presentation reminded us that we are generally unaware of many research accomplishments and must be ever ready to adapt to technological change not only in our own lives but also in our plans for educational opportunities.

April 13, 1984—The meeting was held at the Yogo Inn, Lewistown, Montana. Council members toured the vocational facilities at Fergus County High School and looked at the plans for a new high school facility. Jim Schultz, a current Council member, had taught high school vocational agriculture in Lewistown for several years.

Several important issues were discussed by Council members while in Lewistown including: consolidation of Montana laws related to the postsecondary centers in Montana; the implementation of JTPA in Montana; and the status of federal vocational education reauthorization.

Discussion was also held during the Council meeting regarding vocational student youth organization activities and the trend in Montana for high schools to adopt a two diploma system. The Council decided to write a resolution to support student youth organizations and a resolution opposing a two diploma system. Distribution of these resolutions will be to school trustees and administrators throughout Montana.

June 12, 1984—The final 1984 meeting of the Montana Advisory Council was held at the State Capitol, Helena, Montana. The two resolutions were adopted. They are included in this report on pages 10 and 11.

A report from the annual NACVE/NASACVE meeting in Washington D.C. was presented to Council members. The focus of the national meeting was creating alliances. Some of the suggestions to create effective alliances included:

- 1) creating alliances with both profit and non-profit groups;
- 2) setting goals so that both groups recognize some personal benefit;
- 3) keeping the well-being of students as the top priority;
- 4) plan some action not merely communication between two groups;
- 5) organize plans with specific outcomes identified.

George McCallum, Ralph Godtland, Alex Capdeville, and Kathryn Penrod attended the meeting in Washington D.C. and also met with staff members of Montana's four Congressmen.

At a luncheon following the business meeting, Council members, whose terms of appointment had ended, were honored. These people included Dr. Alex Capdeville, Mr. A. R. Collins, Mrs. Nora Hanson, Ms. Jeeni Jeldness, Ms. Elena Korsmoe and Dr. Harold Wenaas. These Council members have enthusiastically contributed time, careful thought, and friendship to the statewide program of vocational education. Our sincere appreciation is extended to them.



RESOLUTIONS ADOPTED BY MACVE FY 1984

The Montana Advisory Council for Vocational Education Adopted the Following Resolution on Vocational Student Organizations June 12, 1984

WHEREAS, for over fifty years, Vocational student Organizations (VSO's) have enriched the vocational education curriculum by providing a way for students to demonstrate their competence in social, employability, and occupational activities to parents, peers, educators, and business persons; and

WHEREAS, students are given the opportunity to develop, expand, and test the limits of their self-confidence, self-esteem, and motivation through VSO activities; and

WHEREAS, VSO's help develop leadership capabilities and an understanding of and spirit for individual and group cooperative and competitive activities with local, state, and national colleagues; and

WHEREAS, the private sector, management and labor, support VSO's through voluntary participation and contributions; and

WHEREAS, the U.S. Department of Education issued a policy statement on September 28, 1981, whereby it affirmed that VSO's are an integral part of the vocational educational education instructional program; and

WHEREAS, the Montana Advisory Council for Vocational Education recognizes that VSO's are intracurricular, relating directly to the educational content of vocational programs, and supports the active participation of vocational students in VSO's;

THEREFORE, BE IT RESOLVED

- 1. That the Superintendent of Public Instruction and staff identify examples of educational student growth related to youth organization participation and examples of the standards of excellence integral to youth organization activities and distribute these examples throughout Montana; and*
- 2. That local school trustees, school administrators, and the general public actively support the integration of VSO activities into vocational programs by allowing students to participate in regional, state, and national VSO activities as part of the student's educational program.*

**The Montana Advisory Council for Vocational Education
Adopted the Following Resolution on
Differential Diplomas
June 12, 1984**

WHEREAS, differential diplomas for high school graduation cause students to be categorized and identified as unequal; and

WHEREAS, educational opportunity in America is based on the basic foundation that educational opportunity for all participants should be equal; and

WHEREAS, all aspects of education at the local level should be integrated and related to helping students become productive members of society; and

WHEREAS, vocational education provides an opportunity for all students to apply basic academic skills in a relevant and meaningful way; and

WHEREAS, it would be unrealistic to identify the multiple options students might pursue following high school and consequently develop differential diplomas for each;

THEREFORE, BE IT RESOLVED

- 1. That the Board of Public Education develops a policy statement requiring use of only one diploma in high schools throughout Montana; and*
- 2. That high school boards of trustees and school administrators support the use of a single high school diploma which serves as an indication that a student has attended high school and developed the required competencies for high school graduation.*

**COMMENDATIONS ADOPTED
BY
MACVE FY 1984**

The State Advisory Council for Vocational Education commends the Office of Public Instruction for:

- 1) Completing the draft **State Annual Plan for Vocational Education** before the first of June allowing for a timely submission of the Plan to the U. S. Department of Education;
- 2) Completing on-site evaluations at both secondary schools and the five postsecondary vocational-technical centers;
- 3) Updating sections of the **Administrative Rules of Montana (ARM)** that related to vocational education;
- 4) Actively demonstrating a cooperative attitude toward the implementation of Job Training Partnership Act (JTPA) in Montana.

RECOMMENDATIONS FY 1984

Entrepreneurship Education

The State Advisory Council recommends that the Office of Public Instruction incorporate concepts and activities related to entrepreneurship within each vocational education program.

An entrepreneur manages, operates, and organizes a business venture. By hiring employees, investing capital and creating work an individual increases the value of a product or resource. Value added is a key to economic stability and growth.

An economy grows based on the innovative ideas of small employers. The motivation, creativity and growth evident in small business contribute greatly to economic vitality. In fact, over half of the new jobs in America come from small business. Special attention must be given to the concepts and skills needed by the self-employed.

"Research shows that vocational education graduates are more likely than other high school graduates to become entrepreneurs." (NACVE, 1984, p. 20). It is important that vocational education provides participants with skills and concepts needed to evaluate the options of self-employment. Young people need expanded horizons regarding employment and productivity. Entrepreneurship education within vocational education classes closely related to their application of technical skills is the key to relevant and valuable vocational education.

Quality of Life

The State Advisory Council for Vocational Education recommends that the Office of Public Instruction continues to develop and refine the public educational system to assure that graduates have the opportunity to develop an intellectual foundation needed to understand technology, its impact and application in communities, and the importance of a positive attitude toward effective use of technical innovation.

Quality of life is a person's ability to appreciate and function effectively within their immediate environment. This includes the workplace, the community, the home, and areas of recreation. Technology is having a potentially frightening impact in all of these areas. With understanding, however, the impact is manageable and positive rather than frightening. Both youth and adults must adjust to the infusion of technology into their lives. Interpersonal relations and educational support systems will help stabilize the influence of change.

The school system, especially adult education classes and vocational education are logical vehicles available to help citizens of Montana continue the adjustment process. Continual distribution of information about technical advancement and its potential positive influence on business and productivity is essential. The school system is a local information center.

The Office of Public Instruction must effectively utilize the system already in place to help make necessary information available throughout Montana. Schools are a key to the heart of most Montana communities, that heart must be used to pump new life and understanding into the lives of people throughout the state.

Educational Excellence

The Montana Advisory Council for Vocational Education recommends that the Office of Public Instruction assures that the acquisition of basic academic competencies are an identifiable part of all vocational education programs.

Educational excellence is emphasized in many recent national studies. Specific academic competency development is important to high school graduates who plan to attend college, join the military or go directly to work. Students must be able to comprehend written information, solve qualitative and quantitative problems, and draw logical conclusions based on a given set of facts. High school graduation must assure a student's ability to perform basic educational skills.

Many barriers limit a student's opportunity to develop and practice basic educational skills. Students have unique learning styles and different barriers inhibit various students' chances to learn. These barriers must be identified and eliminated. The total educational system must be organized in the most effective way for all students to develop needed educational competencies.

The benefits of vocational education participation are numerous. Students in vocational education apply basic math, science, computer, and problem-solving skills by learning operations and procedures used in the workplace. An increased emphasis on the development of basic skills in all vocational education programs will contribute to a greater appreciation of the value of education relative to a work world setting. A brochure needs to be developed and distributed to parents, counselors, and school trustees illustrating the many basic skills students learn through active participation in vocational education.

Postsecondary Vocational-Technical Education

The State Advisory Council for Vocational Education recommends that the Office of Public Instruction increase their support for the five Vocational-Technical Centers in Montana.

Postsecondary vocational-technical education in Montana is an important part of the state's economic stability and a necessary component of the state's chance to flourish in the future. Vocational-technical education provides the opportunity for citizens to obtain a valuable education directly related to employment possibilities through concentrated skill oriented courses. Human resource development is the first goal of the vocational-technical system and that goal must be increasingly supported through state-level investments.

The graduates of the vocational-technical system are citizens who service our equipment, process information, sell products and services, operate plants and often manage small business. These citizens need qualified instructors as teachers and appropriate/adequate educational facilities and programs. They need scholarships and student support services to help in finding and affording the right educational program and placement following program completion.

It is up to the Office of Public Instruction to assure that program content is current and that instructors statewide are aware of recent technological development in their particular program areas. A state policy of instructor professional development and equipment upgrading is needed. An expanded effort at the state level is essential to assist local postsecondary programs to remain current and modern. The vitality of Montana's business community is largely dependent on skilled employees who learn and upgrade their skills through vocational-technical training.

Local Advisory Committees

The State Advisory Council for Vocational Education recommends that the Office of Public Instruction promotes the active utilization of local advisory committees by contacting local members as a part of the evaluation/visitation process for vocational programs.

A viable future for vocational education rests in the ability of program coordinators to adjust student competency development to the needs of the business and industrial community. Many local advisory committees are active in the planning and evaluation process, many are not and do not know how this process can work effectively. Technical assistance is needed so that instructors, administrators, and local advisory committee members develop skills needed to complete worthwhile local advisory committee activities.

Close cooperation and communication between advisory committee members and program coordinators at the local level provides valuable opportunities for teacher inservice and program updating. The Office of Public Instruction should continue to encourage committee members to participate by demonstrating an interest in their involvement. Calling local committee members and/or meeting with them during the evaluation visit is an indication of OPI's support and interest in the committee's contribution to the local vocational education programs. A state conference or regional workshops for local advisory committee members would also demonstrate a commitment to the role of developing strong local partnerships.

MACVE 1984 RESEARCH ACTIVITIES

The Montana Advisory Council for Vocational Education conducted three main research projects during the 1984 fiscal year. These three projects included:

- 1) a survey to understand the governance of postsecondary education in other states;
- 2) a follow-up of the Office of Public Instruction's evaluation process;
- 3) a survey to gather opinions of those attending the Montana Vocational Association meeting.

The results and information gathered with these three projects are presented on the following six pages.

POSTSECONDARY GOVERNANCE STUDY

Members of the Montana Advisory Council for Vocational Education recognize that Montana residents are fortunate to have many opportunities to participate in postsecondary vocational-technical education.

There are five non-degree granting, postsecondary vocational-technical centers in Montana. Each operates as a part of a local school system and under the orderly supervision of Montana's Sole State Agent for Vocational Education, Superintendent Argenbright. The five Centers are located in Billings, Butte, Great Falls, Helena, and Missoula. The total student enrollment at the Vocational-Technical Centers in 1983-1984 was 3,552. In addition, there are three community colleges in Montana. The Community Colleges are units of the Montana University System and are located in Kalispell, Glendive and Miles City. Several of the other University units offer associate degrees for two-year educational programs. The credits from the two-year degrees are transferable credit toward four-year degrees. Community-based adult education serves the public by providing a limited degree of both vocational training and avocational training. Thirty-four private vocational-technical schools are located throughout Montana. The private schools specialize in one type of technical training such as cosmetology, pilot training, and real estate sales. The many different programs for postsecondary vocational-technical training throughout Montana afford the citizens numerous opportunities to participate in education for job skill development.

Members of the Montana Advisory Council often discuss and ask questions about various postsecondary governance and funding issues. Council members attempt to limit their discussion to the organization of the public vocational-technical education in Montana. Repeatedly, in their discussions, variations of one question are asked, the question is, "How does Montana compare with other states around the country regarding postsecondary vocational-technical educational systems?"

At the beginning of fiscal year 1984, Chairman George McCallum appointed an Ad-Hoc Committee to gather information related to the question stated above. Members of the committee include Jon Jourdonnais (Chairman), Alex Capdeville, Wendy Keating, Elena Korsmoe, and Harold Wenaas. The committee discussed their assignment and identified the following objectives:

1. to gather selected data regarding governance/funding and types of public postsecondary vocational-technical education in other states, especially states similar and close to Montana;
2. to compile the data gathered;
3. to compare the organization/administration of other states' vocational-technical systems to that in Montana and identify similarities and differences;
4. to develop conclusions based on our research efforts.

The objectives were used to focus the research effort.

The Committee chose to gather information from Executive Directors of other State Advisory Councils through the use of a two-part survey. A copy of the survey is available in the MACVE office. The survey was mailed to each state's Advisory Council office. Within several months, twenty-four surveys had been returned. The research team decided to concentrate follow-up efforts on states located in the Northwest. The return of several surveys resulted from this concentrated follow-up effort.

A chart including strengths, weaknesses and suggestions for improving a state system was developed with the information supplied by twenty-seven states. This chart is available in the MACVE office. Sixteen states listed strengths of the system in their states, nine of which mentioned local control or flexibility as a strength. It was stated that local involvement and the option for individuals to participate in decisions regarding program and funding at the vocational schools

seemed valuable. Fifteen states noted weaknesses of their systems. Respondents mentioned several factors including the lack of articulation/coordination between area schools, the inadequate updating of programs, the limited flexibility to make program changes and the insufficient evaluation of programs as weaknesses in their states. Even though each state has a unique system, similar problems seem to appear in various state governance systems.

Below a chart illustrates the governance and funding characteristics of postsecondary vocational education in ten Western states. Following the chart are five conclusions based on data collected. The conclusions were developed by the Ad-Hoc Committee members and adopted by the Council.

GOVERNANCE STRUCTURE TEN WESTERN STATES

TABLE I

State	Sole State Agency	General Gov. Postsec.	Types of Post-sec. Institutions	Degrees Offered	Tuition Per Quarter	Percent Financial Support of Postsec. Institutions' Operating Costs				Credits Trans. to 4 Yr. Instit.
						State	Local	Tuition	Federal	
Arizona	St K-12 Bd	CC Bd of Dir	CC	D/C	\$168/qt.	23%	45.2%	8.6%	.4%	Yes
California	St K-12 Bd	CC Bd of Gov	CC	D/C	0.00	55.1%	40.4%	0%	4.5%	Yes
Colorado	St CC Bd 9-14 VE	St CC Bd	CC-State	D/C	\$180/qt.	76%	0.0%	22%	2.0%	Some
			Area Vo-Tech	C	\$190/qt.	55%	10.0%	25%	5.0%	No
			CC-Local	D/C	\$174/qt.	40%	35.0%	20%	5.0%	Some
Idaho	St Ed Bd K-G	St Ed Bd	CC-Area Vo-Tech	D/C	0.00	83%	0.0%	0%	17.0%	Some
Montana	Supt P.I.	Bd of Reg. Supt P.I.	CC	D/C	\$135/qt.	53%	36.0%	10%	0.0%	Yes
			Area Vo-Tech	C	\$165/qt.	62%	10.0%	14%	4.5%	No
Nebraska	S K-12 Bd + VEA P.S.	No St Bd P.S. (H.E.)	CC	D/C	480-697 per year for Degree programs	38%	37%	15%	8.0%	Some
Nevada	S K-12 Bd + VEA P.S.	Bd of Reg.	CC	D/C	\$180/qt.	73%	0.0%	15%	2.0%	Yes
Oregon	St K-14 Bd	St K-14 Bd	CC	D/C	\$160/190 Term	37.9%	40.5%	19.1%	2.5%	Some
S. Dakota	St Bd V.E. 9-14	St Bd Vo Ed 9-14	Area Vo-Tech A.A.S. Deg. at Univ.	D/C D	\$90/mon. \$25/er.	44% —	2.0% —	—	24.0%	Some Yes
Wyoming	St K-12 Bd + VEA P.S.	Wy CC Comm	CC	C	\$330/yr.	65%	20%	10%	—	Some
			Area Vo-Tech	C	\$ 65/qt.	—	100%	—	—	No

VEA — Vocational Education Act CC — community college

P.S. — Postsecondary D — degree

H.E. — Higher Education C — certificate

Conclusions based on Data:

1. Community colleges are more common than area vocational-technical centers as the type of institution offering postsecondary vocational-technical education. Both types of institutions use associate degrees and certificates to indicate completion of programs.
2. Student tuition per quarter at postsecondary institutions including community colleges and vocational-technical centers varies from \$0.00 in California to \$190.00 in Colorado and Oregon.
3. State support for total funding of public postsecondary vocational-technical education varies from 83% to 23% of the institution's operating costs.
4. Sole state agencies for vocational education and the governing unit for postsecondary vocational-technical education in nine of ten states are multi-person boards and in five of the ten states, a different group of people or board manages secondary vocational-technical education than postsecondary vocational-technical education.
5. The opportunity for individuals to participate in funding and program decisions regarding postsecondary vocational-technical education at the local level is regarded as a strength in many of the states that responded to the survey.

MACVE EVALUATION MONITORING PROCESS

During the past three years the Montana Advisory Council (MACVE) has fulfilled their federal mandate to monitor the Office of Public Instruction's vocational program evaluation process in two ways. MACVE members and staff have chosen to attend evaluations to observe the process and to conduct an organized follow-up study to determine the perceived value of the on-site evaluation. MACVE is confident that the evaluation process used by the OPI Vocational Services Division has many fine characteristics and is a most worthwhile use of state and federal dollars.

The response rate for the follow-up study conducted during the 1983-1984 academic year was 85 percent. The Council thinks that the results of this study accurately illustrates the views of teachers and administrators in Montana regarding the OPI Vocational Services Division's on-site evaluation process.

The results of this year's follow-up study are included in this report to illustrate the perceived value of these evaluation visits and the need to continue state financial support for this evaluation and technical assistance effort. The results of the follow-up effort are included in this report so that OPI staff can continue to improve the evaluation process.

Two aspects of the evaluation process appear to need some revision if the total process is to be improved. The two aspects are noted below.

The three objectives of this follow-up study were:

1. To assist the Office of Public Instruction in improving their local secondary vocational education program evaluation process.
2. To determine local teachers' and administrators' perceptions of the effectiveness of the on-site visitation process.
3. To use the information gathered as part of a data base to make recommendations for continual improvement of the on-site evaluation process.

The results are presented in two charts. The first is a summary of the most frequently written comments submitted by those who responded. All written comments are on file in the MACVE office. The second chart is a numerical average of the score given by respondents to the questions asked on the survey. A copy of the survey is included on page 27 of this report. Each area that was evaluated and the number of surveys returned to the MACVE office is indicated on Table 3. Specific areas that received either comparatively high or low marks are indicated by bold print.

ASPECTS OF THE EVALUATION PROCESS THAT NEED IMPROVEMENT

The areas that need specific revision if the total process is to be improved include:

1. The coordination between the OPI visitation team, local advisory committee members, and teachers;
2. The materials supplied by OPI for the self-evaluation.

Each specialist may individually review the written comments as well as the numerical summary to determine both strengths and weaknesses indicated by respondents regarding the evaluation process.

STRENGTHS OF OPI EVALUATION PROCESS

Based on the following specific strengths identified in this follow-up study, MACVE recommends that on-site visitations by OPI staff be continued.

1. The OPI evaluation team provides an important technical assistance contact with vocational program instructors throughout Montana.
2. The OPI staff provides realistic and helpful ideas to improve local vocational programs.
3. The OPI staff monitors the expenditure of funds allocated for vocational education programs.

FOLLOW-UP STATEMENTS MOST FREQUENTLY WRITTEN BY PERSONS EVALUATED BY THE VOCATIONAL SERVICES DIVISION OF OPI DURING THE 1983-1984 SCHOOL YEAR

TABLE 2

AREA	SPECIFIC PLANNED CHANGES BASED ON OPI EVALUATION	GENERAL PERCEPTIONS OF EVALUATION	SUGGESTIONS TO IMPROVE EVALUATION PROCESS
Administration	Revise board policy and philosophy statement. Reactivate advisory committees. Initiate follow-up of graduates. Update and improve facilities and equipment.	Useful. Good and helpful evaluation. OPI staff seemed to really be trying to help.	Consider coordination with different OPI evaluations. Send an advance person to describe and explain the evaluation process.
Agriculture	Unsafe features in facility corrected. Rearrange and improve shop facilities. Revise and update curriculum. Activate advisory committees.	Good/Excellent. Use other agricultural teachers as part of evaluation team.	Take more time for technical assistance. More information prior to visit.
Business & Office	Upgrade facilities and equipment. Initiate follow-up of graduates. Revise and update curriculum. Purchase new textbooks.	Very helpful and good.	More time for individual technical assistance. Improve self-evaluation form. More follow-up by OPI staff needed.
Marketing Education and Coop	Try to get more computers. Establish advisory committees.	Needed and good.	More time with OPI staff. Improve self-evaluation.
Guidance & Counseling	Initiate follow-up of graduates. Add student oriented material to Guidance & Counseling center. Improve service offered by center.	Good/Excellent. Non-threatening. Professional and friendly.	Visit with students. Better pre-planning.
Home Economics	Update equipment. Increase instructional materials. Write a scope and sequence curriculum. Visit other Home Ec programs. Establish and use advisory committees.	Beneficial. Good. Helpful in program goal setting.	More time with OPI staff. More immediate follow-up.
Industrial Arts	Revise curriculum. Upgrade and reorganize facilities. Establish better rapport with Guidance and Counseling staff. Encourage females to participate in program.	Good.	More time with OPI staff. OPI staff should ask more questions.
Sex Equity	Improve school's written policies and manuals. Aware of legal requirements now. Improve representation and use of local advisory committees.	Well done.	Better prior planning. Coordinate state evaluation better. Fewer federal regulations.
Trades & Industry	Rearrange facilities. Obtain and install dust collector. Update and revise curriculum.	Good.	OPI staff needed help. More time with OPI staff.

MACVE EVALUATION MONITORING PROCESS

Numerical Summary of Respondents' Perceptions of the OPI Evaluation Process

Table 3 includes the numerical summary of the responses gathered using the follow-up survey form included on page 27 of this Annual Report. An 85% response rate was realized for this follow-up study conducted during FY84.

(The lower the score the higher the rank. The Likert Scale was used by respondents.)
(1 = Excellent; 2 = Good; 3 = Average; 4 = Inadequate; 5 = Non-Existent)

TABLE 3

Items respondents rated using Likert Scale above.

NUMBER OF SURVEYS RETURNED:

1. PRE-PLANNING EFFORT:
 - a. OPI contact prior to evaluation.
2. PREPARATION TIME:
 - a. Lead time to accomplish self-evaluation.
3. UNDERSTANDING OF:
 - a. Goals and objectives of the evaluation process.
 - b. Materials supplied by OPI for self-evaluation.
 - c. Process to follow-up after evaluation visitation.
4. COORDINATION OF EVALUATION PROCESS BETWEEN:
 - a. OPI and teachers.
 - b. OPI and administrators.
 - c. Local administrators and teachers.
 - d. Teachers and local advisory committees.
 - e. OPI and local advisory committees.
5. INVOLVEMENT OF APPROPRIATE PEOPLE:
 - a. OPI team members.
 - b. Teachers.
 - c. Local advisory committee members.
 - d. Administration.
6. DIRECTION:
 - a. The evaluation helped to identify local problems.
 - b. The evaluation helped to identify possible remedial activities.
7. EVALUATION'S FOCUS:
 - a. The evaluation took into consideration the important issues.
8. OPI RESOURCES/ASSISTANCE:
 - a. OPI answers to questions and offers of assistance were timely and of benefit to your program.

ADM.	AG.	B.O.	COOP	D.E.	G&C	H.EC.	I.A.	S.E.	T&I
28	17	17	2	2	23	22	8	27	7
1.70	2.00	1.76	1.00	2.50	2.30	1.55	1.63	2.04	1.57
1.64	1.71	1.71	1.50	1.50	2.14	1.81	1.75	2.04	1.57
2.04	2.06	1.59	1.50	2.50	1.87	1.45	1.63	2.08	1.71
2.26	2.12	1.88	1.50	2.50	1.91	1.95	1.75	2.24	1.71
2.04	2.25	1.88	1.00	2.00	2.22	2.05	1.88	2.16	2.14
1.93	1.41	1.47	1.00	2.50	2.00	1.41	1.38	2.00	1.43
1.54	1.73	1.64	—	2.00	1.85	1.56	1.38	1.89	1.43
1.86	1.94	1.82	1.00	1.50	1.95	2.09	1.65	2.04	1.43
2.43	2.41	2.47	1.00	1.00	2.80	2.65	1.75	2.50	2.14
2.54	2.94	2.93	—	2.00	2.94	3.53	3.00	2.67	2.50
1.59	1.35	1.47	1.00	1.50	1.70	1.45	1.25	1.74	1.57
1.68	1.44	1.81	1.00	1.50	1.78	1.50	1.25	1.85	1.57
2.57	3.38	3.14	4.00	1.50	3.00	3.19	2.75	2.58	2.57
1.71	1.71	1.80	1.00	1.50	1.83	1.75	1.13	1.52	1.57
2.07	1.71	1.94	1.50	1.00	2.04	1.81	1.63	1.96	1.43
2.04	2.00	1.73	—	2.00	2.18	2.14	2.00	1.96	2.43
2.04	1.82	1.82	1.50	1.50	1.87	1.64	1.63	2.16	1.57
1.79	1.47	1.75	2.00	1.50	1.89	1.43	1.75	1.82	2.67

ADM. = Administration
AG. = Agriculture
B.O. = Business & Office
COOP = Cooperative Education
D.E. = Distributive Education

G&C = Guidance & Counseling
H.EC. = Home Economics
I.A. = Industrial Arts
S.E. = Sex Equity
T&I = Trades & Industry

SUMMARY OF 1983 MONTANA VOCATIONAL CONFERENCE OPINION SURVEY

During the 1983 Montana Vocational Conference held in Helena, Montana, participants, mostly teachers, were asked to fill out an opinion survey. Conference participants completed the task during their program area business meetings. Respondents were asked to rank 23 different areas using, a Likert Scale, regarding their perceptions of needs for vocational education in Montana.

Seventy-six people responded to the survey. Their responses were from the educational areas of Agriculture, Home Economics, Trades & Industry, Marketing Education, and Health.

Results of the opinion survey analysis are presented below. The three sections indicate the three parts of the survey. Items are listed in the order of priority determined by numerically averaging the 76 completed surveys. The items are listed in descending order, areas of greatest need at the beginning of each list.

In my opinion, VOCATIONAL EDUCATION SHOULD EMPHASIZE and the STATE SHOULD HELP LOCAL PROGRAMS WITH:

Additional vocational funds for:

1. Equipment (replacement)
2. Vocational teacher/counselor training
3. Curriculum materials and supplies
4. Additional/new voc. classes/programs
5. Travel and transportation
6. Local vocational facilities
7. Administrators' and teacher's salaries
8. Counseling and support staff (local)
9. Research

Assistance in serving students:

1. Regular students (postsecondary)
2. Regular students (secondary)
3. Adult or apprenticeship
4. Unemployed youth (16-24 year olds)
5. Handicapped
6. Disadvantaged
7. Displaced homemakers and workers
8. Sex equity and non-traditional programs

Assistance with community involvement and planning:

1. Public relations for vocational education
2. Placement and follow-up of graduates
3. Survey of community needs for voc. programs
4. Local advisory committees
5. Articulation and regional planning
6. Economic development

Distribution of Federal FY84 VoEd Funds in Montana

MACVE is required to report the distribution of Federal vocational education funds for programs in Montana. The following table illustrates the distribution of funds.

The following table reflects the allocation of federal funds by subpart based on the FY84 VEA grant. Please note that all projects are not closed and final payments are not made until projects receive final approval. Therefore, there may be differences between amounts planned and actual expenditures. All projects will be closed by June 30, 1985.

The table includes the following information:

- 1) **FY84 Expended Administration**—the amount of federal funds used for state administration.
- 2) **FY83 Carry-Over Expended**—FY83 money carried over into FY84 and expended during FY84.
- 3) **FY84 Funds Expended**—this is the amount of FY84 funds that have been paid on projects to date.
- 4) **Total VEA Funds Expended**—this is the total amount expended to date including both FY82 and FY83 funds.
- 5) **% Completed**—this indicates the percentage of projects closed, completed and paid in each section to date.

Table 4
Subpart II

	FY84 Expended Administration	FY83 Carry-Over Expended	FY84 Funds Expended	Total VEA Funds Expended	% Completed
Instructional Programs					
Sec. 120 Apprenticeship	0	23,733	47,209	70,942	70%
Sec. 120 Emerging & Exemplary	0	500	0	500	100%
Sec. 120 Postsecondary	0	0	1,178,657	1,178,657	100%
Sec. 120 Disadvantaged	20,000	338,244	264,897	623,141	85%
Sec. 120 Handicapped	10,000	169,653	75,177	254,830	85%
Sec. 120 Sex Bias	40,000	0	0	40,000	100%
Sec. 120 Displaced Homemakers	0	5,608	7,125	12,733	0%*
Sec. 120 Admin-Regular	168,143	0	0	168,143	100%
Subpart II Total	238,143	537,738	1,573,065	2,348,946	—

* F.V. Comm College only project

Subpart III

	FY84 Expended Administration	FY83 Carry-Over Expended	FY84 Funds Expended	Total VEA Funds Expended	% Completed
Support Services					
Sec. 130 Disadvantaged	0	47,653	10,968	58,621	0% *
Sec. 130 Handicapped	0	32,966	6,429	39,395	50%
Sec. 130 Admin-Regular	37,180	0	0	37,180	100%
Sec. 131 Research	0	6,874	22,289	29,163	20%
Sec. 132 Exemplary	0	1,417	12,854	14,271	0%
Sec. 133 Curriculum	0	3,828	19,269	23,097	0%
Sec. 134 Guidance	0	51,303	29,127	80,430	20%
Sec. 135 Teacher Training	0	10,511	53,407	63,918	25%
Subpart III Total	37,180	154,552	154,343	346,075	0

* 2 Projects (MSU & Mt. Prison) neither closed

Subpart IV

	FY84 Expended Administration	FY83 Carry-Over Expended	FY84 Funds Expended	Total VEA Funds Expended	% Completed
Special Programs Disadvantaged					
Sec. 140 Special Disadvantaged					
Subpart IV Total	0	34,629	4,064	38,693	100%

Subpart V

	FY84 Expended Administration	FY83 Carry-Over Expended	FY84 Funds Expended	Total VEA Funds Expended	% Completed
Consumer Homemaking					
Sec. 150 Consumer Homemaking	29,675	108,473	0	138,148	100%
Subpart V Total	29,675	108,473	0	138,148	100%
Sec. 102D Planning & Eval.	13,654	0	0	13,654	100%
GRAND TOTAL ED FUNDS	318,652	835,392	1,731,472	2,885,516	

THE PUBLIC COMMENTS

On October 20, 1983, MACVE's public hearing was held during the Montana Vocational Education State Leadership Conference. The topic for the 1983 public hearing was "Strengths and Weaknesses of Secondary Vocational Education in Montana."

Following are excerpts from the comments made by the participants. The public comments are greatly appreciated by Council members. These informed people provided a great deal of useful information. Council members want to thank each speaker for presenting his or her thoughts and feelings. These ideas certainly influenced the development and adoption of the Council's two resolutions and the 1984 position paper.

Steve Wilcox, Vo-Ag Instructor, Flathead High School, Kalispell, Montana.

A strength of good vocational education programs is involvement in the community. Youth organizations are also a strength since participation is instrumental in getting kids involved in an active career.

A weakness that I perceive is that there is insufficient public relations. We also need more financial support for equipment maintenance. It is hard to believe that some programs have no budget at all.



Jim Fitzpatrick, Secondary Vocational Education Coordinator, Helena, Montana

We have got to provide students an opportunity to acquire occupational skills. We must prepare them for the world of work and give them the foundation for more advanced occupational training.

Funding from the state is inadequate, equipment must be updated and more technical training for staff is needed. Students also need additional opportunities to go out to business, labor and industry to work directly in the environment.



Catherine Walsh, parent, Helena, Montana.

FHA, VICA, and FFA are really strong organizations. They teach leadership and are building lifelong skills in the management of time, money and human relations.

Poor scheduling of vocational programs is the biggest weakness. Vo ed courses should be taken along with the science and math courses and should not be separated. Many administrators and students are putting vo ed courses in the leftover pile of classes. The students who need vo ed courses are the same students who are going to college.



Brenda Knutson, State VICA Treasurer, Capital High School, Helena, Montana.

Our VICA program offers a lot of students an opportunity to take responsibility. VICA offers leadership and citizenship. VICA helps (an individual) set goals. In high school and through vocational classes you have to be able to set and accomplish goals. Through vocational classes, students can advance and be professional.

Keep the vocational classes in the schools and open to all students.

Mike Cavey, Vo-Ag Instructor, Big Sky High School, Missoula, Montana.

Though we have dedicated and competent state staff, we do not have a sufficient state staff for adequate evaluation and supervision of vocational education throughout the state.

I think one of the glaring weaknesses of the state that shows up many times is that we do not have good follow-up information on our students.

Barbara Robertson, Distributive Education Instructor, Capital High School, Helena, Montana.

Educators must look at the push to increase required courses. Of the kids that I work with there are kids that struggle to get through just what they need to know. They need the option of becoming prepared for careers in life. They need to be preparing for some thing they can do with their abilities. Putting more required courses in the curriculum might just cut those kids out of education all together.

In the future there will be more people-oriented jobs and we should be preparing for this.



OPI RESPONDS TO MACVE FY83 RECOMMENDATIONS

The information below represents the main activities carried out by OPI in reacting to the MACVE recommendations developed to provide guidance for the improvement of vocational education in Montana.

Recommendation 1:

Recommends to the Office of Public Instruction an increase in the education networking and inservice opportunities for vocational guidance counselors and those counselors from the employment service community.

Response:

The Department of Vocational Education Services, in cooperation with other agencies, provided inservice training for vocational counselors. The State Occupational Information Coordinating Committee held a "Vocational Preparation and Occupations" workshop on May 19 and 20, 1983, in Helena. The workshop presenter was John Van Zant (NOICC). Twenty-seven persons attended the workshop.

In fiscal year 1984, the Department of Vocational Education Services awarded a Program Improvement grant titled "Career Information Dissemination." There were 11 workshops with the primary participants being secondary counselors.

Each of the workshops was in a different community, thus providing easy access to the counselors.

The Montana Career Information System held five one-day workshops on Career Development. The workshops were held in February and March 1984 in Helena, Missoula, Poplar, Havre and Billings. Participants were school counselors, Employment Security counselors and labor union representatives. Vocational Education Act funds support the Montana Career Information System.

Six workshops were organized and funded by the Department of Vocational Education Services titled "Self-Directed Job Search." The presenter was Jennifer Carter. There was a total of about 200 persons attending the workshops held in Great Falls, Sidney, Billings, Butte, Missoula and Lewistown.

The Department of Vocational Education Services, State Occupational Coordinating Committee and Montana Department of Labor and Industry cooperatively sponsored four workshops titled "Improved Career Decision Making." There were a total of 51 participants.

Recommendation 2:

Recognizes the importance of the use of computers in vocational education and recommends a continued effort to upgrade the experience level of vocational students and vocational instructors with the use and application of computers in their respective program areas.

Response:

The Office of Public Instruction conducts an annual survey on computer numbers and usage in the secondary schools. The schools have made dramatic increases in the number of computers. In the school year 1981-82, there were 582 computers; in the 1982-83 school year there were 1,746 computers, and in the 1983-84 school year there were 3,270 computers. The secondary business education programs in grades 10-12 had 113 computers dedicated to instruction for the school year 1983-84. The vocational agriculture program in grades 10-12 had 41 computers available for instruction. In project T-840, teachers participated in the week-long workshop, "Development of a Learning Model to Improve the Computer Literacy of Montana Vocational Educators and to Facilitate the Utilization of Computers in Vocational Classrooms."

According to the November/December 1983 issue of *Electronic Learning*, the state of Montana ranked second in having the lowest number of students per computer in the United States. From the Department of Vocational Education Services on-site visitations, it appears that Montana vocational education has its proportionate share of computers in secondary schools.

Recommendation 3:

Recommends that the Office of Public Instruction provide leadership to local advisory committees to promote the much needed local partnership between vocational education and business, industry, and labor.

Response:

The Office of Public Instruction has funded a Research-Program Improvement project to Eco Northwest Ltd. The purpose of the grant is to demonstrate in three schools a model vocational needs assessment. The local advisory committees are an integral part of the assessment procedure. The procedures will be made available to the secondary and postsecondary schools.

The on-site evaluation teams always recommend the services of the Montana Advisory Council for Vocational Education if problems are found in the school.

The chairpersons of the JTPA Balance of State and Concentrated Employment Program areas are ex officio members of the 1985 Vocational Education Planning council. Their suggestions are welcomed by the Council.

Recommendation 4:

Recommends that the Office of Public Instruction consider increasing the number of quality vocational cooperative education programs in the state to assure the students an experience in on-the-job training.

Response:

The Department of Vocational Education Services submitted to the Montana Department of Labor and Industry a grant request to be funded with Job Training Partnership Act (JTPA) funds. The June 30, 1983 request sought training for 100 senior students in cooperative education programs. The programs were job specific and/or multi-occupation cooperative education programs. The proposal was rejected.

The development of cooperative education programs depends greatly on the local school districts and the training opportunities available in the communities. Based on a class schedule analysis made by the office statistician, cooperative education programs are found in high schools with larger enrollments. Of the 1,256 secondary distributive education students in the 1981-82 school year, 97 percent were in high schools with enrollments over 300 students.

Recommendation 5:

Recommends that the Office of Public Instruction increase the coordination of inservice education for vocational instructors through cooperative efforts with business and industry training programs.

Response:

In fiscal year 1983, each of the five vocational-technical centers was awarded an \$800 grant to promote inservice training of instructors with industry. Twenty-five instructors participated in the industry training. Three instructors went out of the state for industry updates in: new techniques on heating, ventilation and air conditioning; diesel fuel injection; and dental radiology.

Recommendation 6:

Recommends to the Office of Public Instruction that a continued effort to expand public awareness of vocational education be promoted by using state and local media.

Response:

The Office of Public Instruction has not had extensive coverage of vocational education on state and local media. Historically, the office has made spot announcements from the American Vocational Association available to the television stations during Vocational Education Week.

The office did have television coverage of the Education Fair held in Great Falls on March 7-8, 1983. Secondary and postsecondary vocational programs were represented at the Education Fair which had an attendance of over 400 persons.

The Department of Vocational Education Services made a guidance program improvement grant award to Helena Vocational-Technical Center. All five centers cooperated in the "Career Information Dissemination" grant. A slide tape program was developed. The first public presentation was made in December, 1983, with many laudable comments received.

The office has a newspaper clipping service. The office knows local vocational programs are receiving newspaper coverage.

The Office of Public Instruction and the Commissioner of High Education jointly sponsored a publication for the public. The fold-out publication was titled *Montana Public Postsecondary Vocational Technical Education 1983-84*. The publication had a distribution of 12,000 copies. The publication showed the vocational program offerings at the five vocational-technical centers, the three community colleges and Northern Montana College.

Program improvement funds were used to produce 750 copies of the *Directory of Montana Postsecondary Vocational-Technical Education*. The 138-page publication describes Montana postsecondary programs, nature of work, job opportunities, course content and others. The publication was distributed to junior and senior high schools and postsecondary counselors; high school libraries; Vocational Rehabilitation, Department of Labor and Industry; World of Work programs; State Corrections; and Women in Transition programs.

MACVE COMMENTS ON JTPA

After reviewing the accomplishments and implementation of the Job Training Partnership Act (JTPA) in Montana during the first program year, the State Advisory Council makes the following comments.

The Governor's Coordinating Council has carefully considered the plans presented by Montana's two Private Industry Councils and the plans presented by their staff for the use of the Governor's discretionary money. The Council has coordinated an organized effort to reach the goals established. The Governor's Coordinating Council's success with JTPA implementation has been supported by their staff who are located within the Montana Department of Labor. The staff has studied the Law carefully and has affected a smooth and efficient JTPA implementation.

In most cases, the Coordinating Council and the PICs have utilized existing systems throughout Montana to distribute the financial support to eligible clients. The Job Service offices, Human Development Resource Councils, the AFL-CIO, the Office of Public Instruction, and displaced homemakers' organizations have completed applications and have been awarded grants to utilize the federal and state money to provide education and training to disadvantaged citizens of Montana.

Partnerships between schools, service providers, state and local governments, and private industry have been initiated. The partnerships need to be nurtured and will probably grow as programs develop and successes are visualized. Information and communication within each community will be the basis for more well-defined and successful partnerships.

The institution of performance standards and determination of program completers, although a vital part and concept within the JTPA legislation, has complicated operations and is evidence of a lack of agreement between various segments of the education and training community. The definition of a program, length of educational units, and the requirement that a percentage of participants be positively placed has caused some competition among program providers rather than long-term, articulated and sequential participation in education and training by clients. It may be necessary to review what constitutes a useful JTPA program and how performance standards within program components are organized. General interpretation of the federal legislation regarding this issue remains unclear on this point.

The following information is first year placement data supplied by the Governor's Coordinating Council's staff. These placement rates illustrate successful placement for many JTPA program participants.

	Total Placed in Unsubsidized Jobs	Average Wage	Placement Rate
IIA Adult	1,195	\$4.78	72.3%
IIA Youth	749	\$4.11	66.3%
3% Older worker	28	\$4.33	53.8%
Title III	273	\$6.72	70.5%
State Displaced Homemaker	93	\$4.75	76.8%
State Build MT	9	\$4.64	83.1%

In addition over 950 youth were placed in temporary jobs in the Summer Youth Employment and Training Program prior to July 1, 1983.

The State Advisory Council recognizes a lack of client participation in long-term, school-based technical training. Job related skill development in educational settings is a most viable method of helping disadvantaged individuals gain in self-worth, their ability to remain productive members of society and their ability to adapt to new work environments. The lack of using JTPA funds to provide this kind of training is a concern to members of the MACVE. We recognize that the limit on service cost has influenced this situation. This limit causes difficulty for clients who need financial support while attending school. The Montana SACVE, however, remains committed to the concept that school-based technical education and training needs to be a part of programs for disadvantaged populations.

MACVE has observed a cooperation and communication between service providers, Department of Labor, and OPI. A strong interest in making JTPA work in Montana has also been observed. The Office of Public Instruction has been allocated the 8 percent education money and has used that money to provide needed educational services.

We seriously hope that the future will be brighter and that the success of JTPA will be evidenced by fewer unemployed and disadvantaged people in Montana. As long as the intent of JTPA and the goals adopted by the Governor and his Coordinating Council are kept foremost in the minds of those implementing the federal legislation, our society will benefit and people will learn skills that will help them become employed.

DATE _____

PLEASE RETURN AS SOON AS POSSIBLE

Montana Advisory Council
for Vocational Education
1228 11th Avenue
Helena MT 59620

FOLLOW-UP ON OPI VOCATIONAL EDUCATION ON-SITE EVALUATIONS

School _____

Department _____

Teacher _____

Phone _____

PART A: PLEASE RATE THE OPI EVALUATION PROCESS AND PROVIDE COMMENTS RELEVANT TO EACH ITEM.

1. PREPLANNING EFFORT:

- a. OPI contact prior to evaluation

Excellent	Good	Average	Inadequate	Non-Existent
1	2	3	4	5

2. PREPARATION TIME:

- a. lead time to accomplish self-evaluation

1	2	3	4	5
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3. UNDERSTANDING OF:

- a. goals and objectives of the evaluation process
b. materials supplied by OPI for self-evaluation
c. process to follow-up after evaluation visitation

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

4. COORDINATION OF EVALUATION PROCESS BETWEEN:

- a. OPI & teachers
b. OPI & administrators
c. local administrators & teachers
d. teachers & local advisory committees
e. OPI & local advisory committees

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

5. INVOLVEMENT OF APPROPRIATE PEOPLE:

- a. OPI team members
b. teachers
c. local advisory committee members
d. administration

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

6. DIRECTION:

- a. The evaluation helped to identify local problems.
b. The evaluation helped to identify possible remedial activities.

1	2	3	4	5
1	2	3	4	5

7. EVALUATION'S FOCUS:

- a. The evaluation took into consideration the **important** issues.

1	2	3	4	5
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8. OPI RESOURCES/ASSISTANCE:

- a. OPI answers to questions and offers of assistance were timely and of benefit to your program.

1	2	3	4	5
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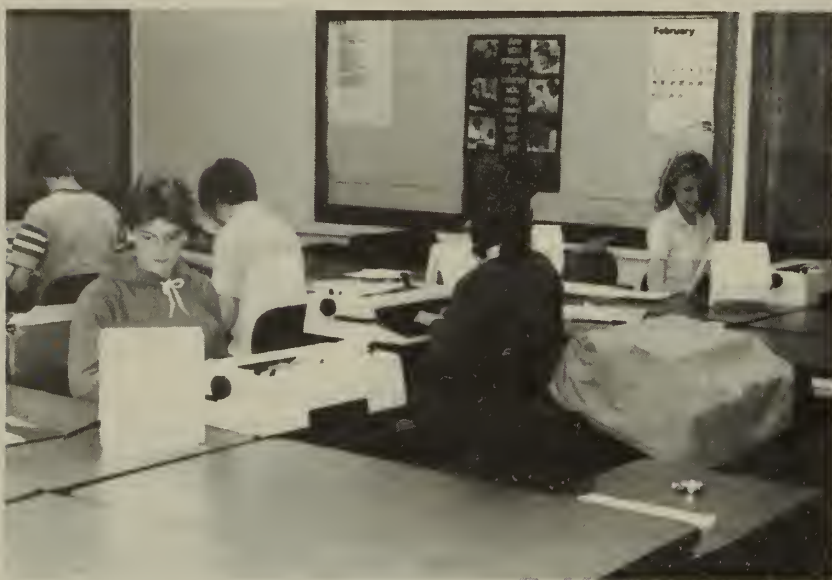
PART B:

- Please list the short-term outcomes and results that occurred as a result of the evaluation visitation.
- Please list the long-term outcomes and results that are planned to occur within the next five years as a result of the evaluation visitation.

PART C:

- Your perception of the overall evaluation.
- Your suggestions for improvements of the evaluation process.

ACKNOWLEDGEMENTS



The members of the Montana Advisory Council for Vocational Education would like to acknowledge the energetic contribution of the many individuals in the Office of Public Instruction to the improvement of vocational education throughout Montana. Superintendent Argenbright and his staff provide valuable leadership and technical assistance as meetings are held with teachers, administrators, and students.



Vocational instructors, administrators, local trustees, students, and local advisory committee members throughout Montana have also made a commitment to the economic well-being of our state by their enthusiastic involvement in Montana's system of vocational-technical education. The State Advisory Council for Vocational Education recognizes and acknowledges that it is at the local level where students learn skills that help them become more productive members of our state. MACVE is grateful for that service and commitment.

Special appreciation goes to the individual Council members who volunteered their time and energies toward the cause of vocational education in Montana and to Kristine Roby, Administrative Assistant for the State Advisory Council.

Students at work learning job related skills

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